

## DOCUMENT RESUME

ED 316 062

FL 800 079

AUTHOR Bentson, Marilyn  
TITLE Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.  
INSTITUTION Tacoma Community House, WA.  
SPONS AGENCY Washington Office of the State Superintendent of Public Instruction, Olympia.  
PUB DATE 83  
NOTE 83p.  
AVAILABLE FROM Tacoma Community House Training Project, Box 5107, Tacoma, WA. 98405 (\$4.00 plus 10% shipping and handling).  
PUB TYPE Guides - Non-Classroom Use (055)  
EDRS PRICE MF01/PC04 Plus Postage.  
DESCRIPTORS \*English (Second Language); \*Literacy Education; Needs Assessment; \*Program Administration; Program Development; \*Refugees; Second Language Instruction; Student Needs; Student Placement; \*Tutoring; Voluntary Agencies; \*Volunteer Training  
IDENTIFIERS Tacoma Community House WA; Washington

## ABSTRACT

The handbook contains ideas, worksheets, and sample forms to assist in the administration of volunteer programs teaching English as a Second Language (ESL) to refugees. Chapters address: (1) planning (finding a coordinator, planning the program, assessing the need, and defining the volunteer's job); (2) recruitment (locating volunteer teachers, gathering volunteer data, and interviewing); (3) training (making arrangements and providing program orientation); (4) placement (locating students, gathering student data, assessing student language needs, connecting student with tutor, and keeping records); and (5) recognition (expressing appreciation in a variety of ways, the exit interview, and program evaluation). Appended materials include a list of volunteer ESL programs in Washington assisted by the Tacoma Community House; a list of state-funded refugee classes in Washington; a 55-item bibliography of ESL texts, supplementary materials, vocational ESL texts and materials, sources of background information, and Indochinese refugee education guides, with publishers' addresses; and checklists of state literacy objectives. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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# VOLUNTEER COORDINATOR HANDBOOK

for volunteer programs teaching ESL to refugee students

Written and illustrated by

Marilyn Bentson

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VOLUNTEER TRAINING PROJECT

AT THE  
TACOMA COMMUNITY HOUSE  
1311 SOUTH M STREET BOX 5107  
TACOMA, WASHINGTON 98405

206-383-3951 (TACOMA)  
206-682-9112 (SEATTLE)

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# TACOMA COMMUNITY HOUSE

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Dear Volunteer Coordinator,

We all know being a volunteer coordinator of an English as a Second Language program requires many talents. When I acquired my job, I had a rather limited view of my duties. Just get volunteer tutors and refugee students together, right? Boy, was I wrong! I quickly discovered that the process of developing an effective program was much more complex than I ever imagined. We, the Volunteer Training Project staff, are here to assist you with some of your many tasks in these ways:

- Consult individually with you
- Organize periodic coordinator share meetings and special workshops
- Provide ESL training
- Conduct follow up meetings
- Provide special topic workshops
- Supply teaching materials to your trained volunteers
- Give you this handbook!

I compiled this book while working as a volunteer coordinator and after studying many manuals, attending workshops, and observing the successes and problems of existing programs, including my own. The handbook contains ideas, worksheets and sample forms which I find particularly useful. No one book can ever answer all our questions, but the material I've collected here directly relates to us-- coordinators of volunteers teaching ESL to refugees in Washington. I hope it helps.

Please use this handbook. Copy and alter any form or sample you want. If you need any other help or wish to share your comments and experiences, please feel free to contact me at the Tacoma Community House.

Good luck!

*Marilyn Bentson*

Marilyn Bentson  
Volunteer Training Project



## 1 PLANNING

### 1.1 First Find a Coordinator

Often groups want to start a volunteer English as a Second Language (ESL) program in response to the need they see in their community, but don't realize the amount of time and effort involved in developing one.

You must first locate someone willing to coordinate your program. Resist the impulse to delegate the task to a reluctant respondent, "Well, I suppose I could get it going." The entire success of your program depends upon your choice of coordinator, so approach the search as you would for any professional position.

The job is wonderfully rewarding while offering continual challenges. Your coordinator should ideally have experience teaching ESL to refugee students, but enthusiasm, energy, sensitivity, patience, and time are sufficient qualifications. The VOLUNTEER COORDINATOR JOB DESCRIPTION on the following page should be helpful to the new coordinator by presenting a clear picture of the tasks involved in the position.

Volunteer ESL programs can operate entirely by volunteers with no budget. However, some resources for materials, printing, and coordinator transportation provide valuable support. The key to a successful program is a volunteer coordinator - whether paid or not - who has TIME to commit to the job. If no one eagerly accepts this task, it would be best to serve refugee needs in another way.

But let's assume the best. Welcome, volunteer coordinator! This book is for you. Enjoy.

## VOLUNTEER COORDINATOR JOB DESCRIPTION

The outline below reflects the contents of this handbook. It also forms your JOB DESCRIPTION as a Volunteer Coordinator.

### 1 PLANNING

- assess the need for a volunteer ESL program
- define program goals
- develop a volunteer tutor job description

### 2 RECRUITMENT

- locate volunteer teachers
- develop a volunteer information form
- interview prospective volunteers

### 3 TRAINING

- arrange ESL training and cultural orientation
- provide orientation to your particular program

### 4 PLACEMENT

- locate students
- develop a student information form
- assess students' English needs
- connect students with tutors

### 5 VOLUNTEER RECOGNITION AND SUPPORT

- express appreciation in a variety of ways
- provide assessment

## 1.2 Plan the Program

Planning a volunteer English as a Second Language program for refugees can be overwhelming with so many tasks that seemingly need to be completed at one time. Gathering volunteers is not, however, the first step in forming a volunteer program, so do try to control the urge. Your program will be more effective if you take time to fully plan all the other areas, then recruit volunteers to participate in your well organized program. The students and volunteers may pressure you to leap, but in the long run they will appreciate your patience and self-control.

## 1.3 Assess the Need

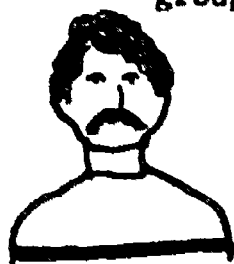
A volunteer ESL program may be the only source of English for refugees in your community. By first assessing the existing ESL resources in your area, you can design a program to reach those people most in need of your service.

First contact your nearest community college to learn if they operate refugee ESL classes funded by the state Department of Social and Health Services (DSHS).<sup>\*</sup> When refugees arrive in Washington, they are allotted 540 hours of English in classes funded by the Bureau of Refugee Assistance through DSHS. The institutional program may assist you in locating students who most need your help.

<sup>\*</sup> Appendix B



Volunteers can effectively teach ESL to a variety of refugee student groups lacking access to DSHS classes:



STUDENTS WHO HAVE COMPLETED THEIR ALLOTTED TIME IN DSHS CLASSES



RESIDENTS OF ISOLATED COMMUNITIES WITHOUT DSHS CLASSES



WORKERS UNABLE TO FIT CLASSES INTO THEIR SCHEDULES



PEOPLE ON WAITING LISTS FOR DSHS CLASSES

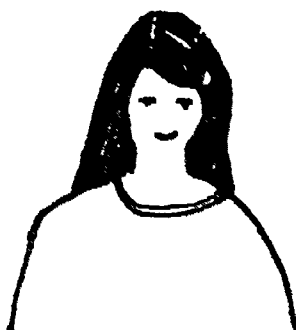


HOMEBOUND WOMEN AND THE ELDERLY

With the guidance of a classroom teacher and support of a volunteer coordinator, a trained volunteer can help in the DSHS ESL class:



offer make-up lessons for late registrants, irregular attenders or particularly slow learners



give additional practice and individual attention to those with specific language needs



provide students with the cultural orientation and oral skills in areas not covered in the DSHS class curriculum



assist beginning students with literacy skills and give additional oral practice

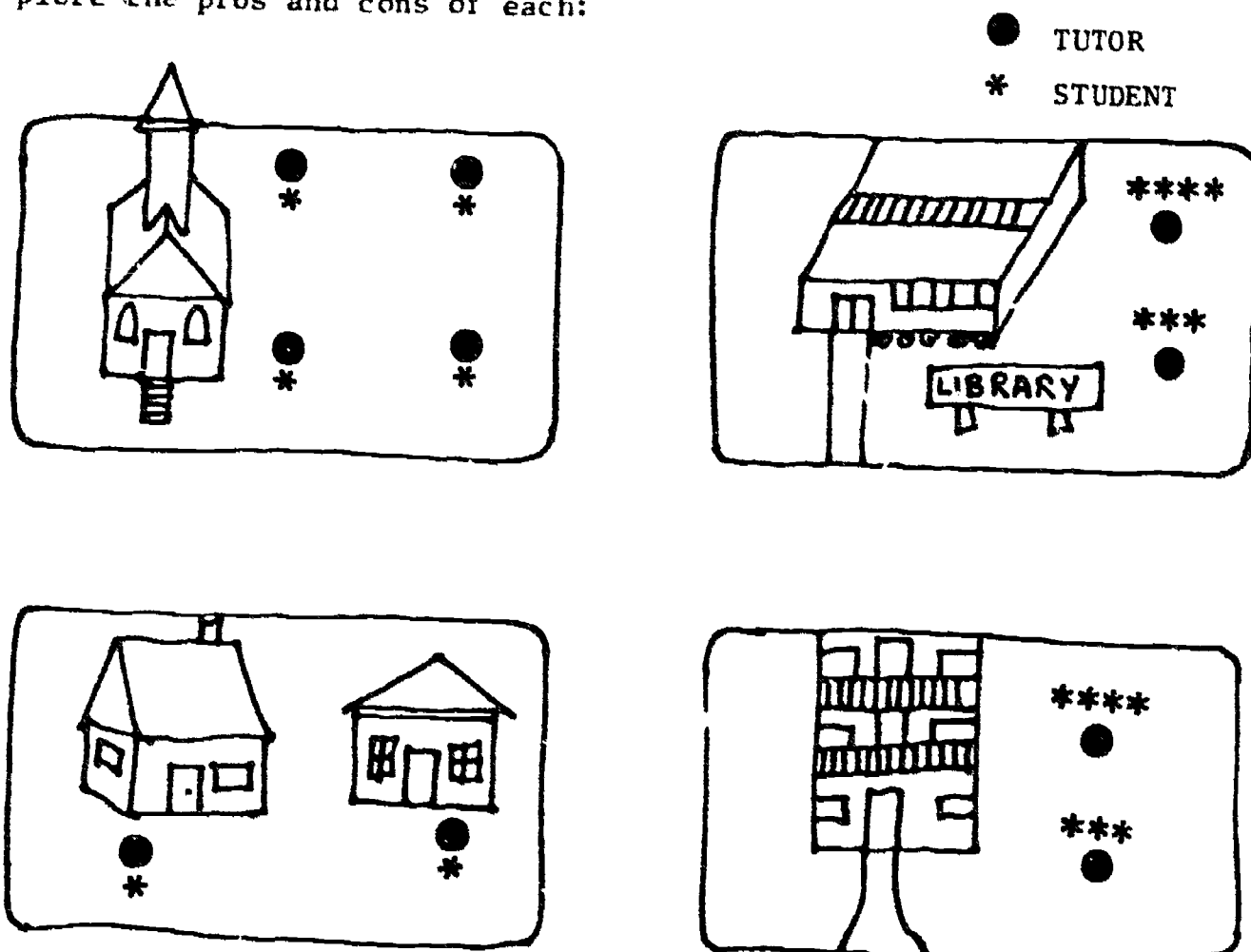
Volunteers can also provide flexible class arrangements not feasible in state classes:

- \* one to one \* in the student's home \* residence grouped small classes
- \* individual tutorials and small groups in a central location
- \* field trips \* weekend, evening, daytime schedule combinations

## 1.4 Define Program Goals

After establishing the need for a volunteer English program, it's time to consider the scope of your program. Before making your plans, observe existing volunteer ESL programs, talk with their coordinators and learn from their successes and problems. You might organize a trial period of operation; evaluate the outcome and make any necessary revisions. This way, you can begin small and expand after gaining confidence and successful experience.

Most volunteer programs adopt one of the following models for providing ESL. Before deciding which situation best meets your needs, you might want to explore the pros and cons of each:



INDIVIDUAL/SMALL GROUP TUTORIAL: *tutor times and locations arranged on an individual student/tutor basis*

- + students receive direct individual social contact with their teacher
- + students can become accustomed to a consistent teaching method
- + program can accommodate a wide range of student English levels and special language needs
- + since individual arrangements are made, student and tutor can be responsible for communicating with each other about absences
- + teachers may feel more confident teaching 1-3 students rather than a class
- + tutors can provide English to the homebound refugee: elderly, housewife/husband; mother with young children; students without transportation; working students without access to DSHS classes
- + tutor can be flexible with a teaching style and creative in designing follow-up activities which meet the student's individual needs
- + tutor setting can be flexible: student's home, tutor's home, or other location
- + if teaching in the student's home, the tutor has access to the best visual aids -- the student's own household furnishings and rooms
- + field trips and applied ESL experiences are easy to arrange
- arranging individual preferences for schedules of students and tutors is complicated and time consuming, not to mention frustrating for the volunteer coordinator
- both student and tutor may have to wait for an appropriate placement
- more tutors must be recruited to teach the same number of students taught in a class
- the coordinator must arrange individual meetings of introduction between students and tutors
- since the tutoring occurs in many locations, evaluation, assessment, and support to the tutor are difficult to provide
- because it's difficult to observe the tutoring sessions, it's hard to know what's being taught or how effectively
- if only one student is tutored, he/she lacks the opportunity to practice conversation
- tutors must be willing to go to the homes of their refugee students

SCHEDULED CLASS: *group of students/tutors meet in central location at regularly scheduled times*

- + students gain support from interaction with other students
- + the class provides a social experience for homebound women and elderly
- + once a schedule is established, it's easy to plug new students into the pattern
- + more opportunity for group practice and activities is provided
- + students can practice conversation with each other
- + classes serve more refugees per teacher
- + teachers can maintain a more professional role or image
- + if students have one teacher for 3-4 days a week, they receive a high sense of continuity
- + classes can be formed for a particular group and so the curriculum is especially designed for the students' needs: working men, young mothers, the elderly, men and women entering the job market
- irregular attendance can cause lesson planning problems (to go on or not . . . that's the question)
- teacher absence affects many students
- adequate classroom settings must be located
- volunteers must be recruited to commit to teach 2-4 times a week
- students may have to provide own transportation
- setting may be unfamiliar and uncomfortable for students

PATCHWORK SCHEDULE: *same students with different tutors during the week*

- + tutors with a limited time commitment are given the opportunity to teach
- + students can be in class more time during the week than one tutor could provide
- without a recordkeeping system, students will receive an inconsistent English curriculum
- coordinating the teaching is often difficult: even with the same curriculum, tutors pace the material differently and essential review may be neglected
- students must adapt to different teaching styles, techniques, and personalities
- teachers need to arrive at a consensus on curriculum, class structure, teaching method, etc. to provide consistency

## 1.5 Volunteer Job Description

The purpose of writing a job description is two-fold. First, the process of developing a job description helps clarify your expectations of volunteers; in fact, the job description defines your volunteer ESL program. Second, a written job description aids recruitment; you can direct your approach to a particular type of volunteer and the volunteer can choose to join your effort after fully understanding the program's expectations.

The job description should define specific responsibilities and qualifications so the volunteer can make a concrete commitment and feel treated like a professional member of a responsible, well organized program. The description should also include a statement of how the volunteer's effort will benefit the student and how the program will benefit the volunteer.

The following checklist may assist you in designing your own volunteer job description:

### JOB DESCRIPTION

- \_\_\_ brief description of your program and its goals
- \_\_\_ benefit of the program to the student and community
- \_\_\_ benefit of the program to the volunteer

### REQUIREMENTS

- \_\_\_ willingness to train
- \_\_\_ cultural sensitivity and openness
- \_\_\_ minimum time availability
- \_\_\_ good English speaking ability
- \_\_\_ flexibility
- \_\_\_ patience

### RESPONSIBILITIES

- \_\_\_ attend initial training and orientation sessions
- \_\_\_ tutor times clearly defined
  - \* times per week
  - \* hours per week
  - \* minimum time commitment
  - \* duration of commitment
  - \* flexible or regular hours
- \_\_\_ prepare ESL lessons
- \_\_\_ attend periodic meetings and/or training sessions
- \_\_\_ arrange and plan field trips
- \_\_\_ keep student records and attendance reports

VOLUNTEER JOB DESCRIPTION WORKSHEET: now write your own job  
description using the checklist  
on the preceding page as a guide

Job Title \_\_\_\_\_

Job Description \_\_\_\_\_

Requirements \_\_\_\_\_

Responsibilitie \_\_\_\_\_

Time Required \_\_\_\_\_

Contact Person \_\_\_\_\_

# VOLUNTEER

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ESL  
VOLUNTEER  
TUTOR

# OPPORTUNITIES

(POSITION)

## JOB SUMMARY

Tutor adult Southeast Asian refugees from Vietnam, Laos, and Cambodia with limited English speaking ability so that they can function more fully in our community.

Use the HER (Homebound English for Refugees) or A New Start, curriculums designed to teach English and oral survival skills to refugees.

Receive intensive training in ESL (English as a Second Language) teaching methods and cross cultural information before being placed with a student

## QUALIFICATIONS

- sensitivity to different cultures
- ability to tutor on a consistent basis for a minimum of 2 hours per week for 3 months
- patience and understanding
- successful completion of Orientation/ ESL Training Workshop

## RESPONSIBILITIES

- attend Orientation/ ESL Training Workshop (10 hours)
- tutor students in English survival skills: listening, speaking, basic literacy
- prepare ESL lessons based on the teacher's manual
- familiarize the students with American culture and resources to increase their understanding and promote their independence
- attend monthly Share Meeting to share experiences with other volunteer tutors and acquire new tutoring techniques

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## DAYS AND TIMES

Orientation/ ESL Training Workshop: 2 hrs. per day/ 5 days  
days or evenings  
Saturdays possible

Share Meetings: 2 hours monthly

Tutoring: 1 to 3 days minimum 2-5 hours per week  
3 month commitment  
flexible arrangements

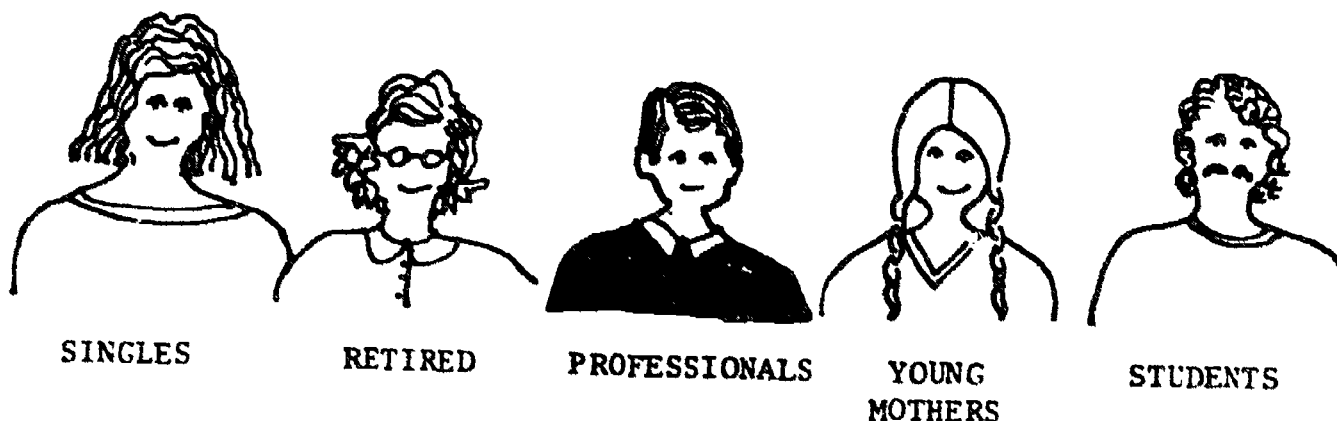
**CONTACT** Marilyn Bentson, Volunteer Project Coordinator  
Tacoma Community House  
1311 South M. Street Box 5107  
Tacoma, Washington 98405  
383-3951



## 2 RECRUITMENT

When faced with the task of finding volunteers, coordinators often become so desperate that they eagerly accept anyone who expresses even a mild interest in teaching. If, however, you can calmly approach the recruitment process as an opportunity to select the most appropriate volunteers, both the tutors and students will benefit.

### 2.1 Locate Volunteer Teachers



- \* Before starting your recruitment campaign, decide the types of volunteers you need (available in the evening or daytime, professional men or women, students, etc.) and then select the most likely recruitment method for reaching them.
- \* Keep a record of the methods used and their effectiveness. The results will help you plan future recruitment efforts.
- \* In the following pages, you will find:
  - Targeted Recruitment Worksheet
  - The List of Recruitment Ideas
  - Recruitment Contact Form
  - Sample Volunteer Announcement
  - Preparing A Presentation For Volunteer Recruitment: A Worksheet
  - Media Strategy Chart: Advantages and Limitations



## TARGETED RECRUITMENT PROCESS

VOLUNTEER JOB DESCIP.	VOLUNTEER PROFILE	MOTIVATION	WHERE	HOW	WHEN	WHO
tutor ESL to refugee students; flexible schedule; 3 hr/wk for 3 mo	male, single 20 - 30 yrs. old college education new to town employed	meet new people; add meaningful activity to his life; learn a new skill; improve the world condition; idealism	atheletic clubs; bar; health food store; cont. education classes; young adult church group; barber shop; laundromat; political clubs.	posters; speak to groups; announce on appropriate radio stations; community newspapers		

### TARGETED RECRUITMENT PROCESS:

- \*1. Decide what volunteer position you need filled; detail the requirements.
2. Imagine a very specific clear profile of 1 volunteer type who might be interested in the position.
3. Decide what would motivate such a person to volunteer for your program.
4. Fantasize where you might find this person; where does he/she spend time?
5. Now, plan exactly how and when you will recruit these volunteers; who will be responsible for each effort?
6. Next, alter just one or two profile elements at a time ( single-married, male-female, employed-unemployed) and repeat the process. Then, start all over with a different type. You'll be amazed at the new approaches you'll discover.

\* You will generate many more ideas and have more fun if you have your friends who fit your profile help you with this process.

# TARGETED RECRUITMENT WORKSHEET

VOLUNTEER  
JOB DESCRIP.

VOLUNTEER  
PROFILE

MOTIVATION

WHERE

HOW

WHEN

WHO


## CHECKLIST OF RECRUITMENT IDEAS FOR VOLUNTEER TEACHERS

- \_\_\_ Place a newspaper ad (Sunday is the best day); neighborhood papers, too.
- \_\_\_ Do a TV or radio spot (Public Service Announcement).
- \_\_\_ Have your volunteers appear on talk shows (radio and TV).
- \_\_\_ Get newspaper coverage (stories about your work and individual volunteers).
- \_\_\_ Appeal directly to church congregations through newsletters, bulletins or talks to groups (singles, retired, youth).
- \_\_\_ Start a speaker's bureau (volunteers trained to give presentations for you).
- \_\_\_ Share your needs and programs before local boards and commissions.
- \_\_\_ Put fliers on key posting areas around town and in appropriate shops.
- \_\_\_ Put ads where likely volunteers congregate
  - public school and college personnel offices
  - supermarkets and doctors' offices, laundromats, health clubs
  - community and senior centers
  - unemployment offices
  - student employment offices
  - student unions
  - selected college department bulletin boards (education, sociology, anthropology, psychology, English, foreign language, international studies)
  - libraries
- \_\_\_ Encourage volunteers to recruit friends.
- \_\_\_ Put ads in membership newsletters: associated ministerial associations, public school personnel newsletter, college faculty newsletter
- \_\_\_ Present a film or slide show (perhaps "Becoming American").
- \_\_\_ Contact college and high school student associations.
- \_\_\_ Explore college internship and community involvement programs.
- \_\_\_ Talk to public relations people at local large industries about getting ads in their publications.
- \_\_\_ Ask successful volunteer organizations how THEY recruit their volunteers ... then follow their examples.
- \_\_\_ Contact local resources
 

<ul style="list-style-type: none"> <li>-SCORE(Service Corps of Retired Execs)</li> <li>-Volunteer Bureau of United Way</li> <li>-AARP (American Assn. of Retired Persons)</li> <li>-NRTA(National Retired Teachers Assn)</li> <li>-NCVA (National Center for Voluntary Action)</li> <li>-Junior League</li> <li>-Junior Chamber of Commerce</li> <li>-Literacy Council</li> </ul>	<ul style="list-style-type: none"> <li>-Service Clubs (Rotary, Elks, Optimist, etc.)</li> <li>-AAUW (Am. Assn. of Univ. Women)</li> <li>-League of Women Voters</li> <li>-PTA (Parent Teacher Assn)</li> <li>-RSVP (Retired Sr. Vol. Program)</li> <li>-YWCA and YMCA</li> <li>-Singles Organizations</li> </ul>
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Have you been thinking you'd like to do SOMETHING to help Southeast-Asian refugees but don't know just what or how? Would you like to acquire a skill, learn about Indochinese cultures and help people in the process? The Tacoma Community House is now training volunteers to teach English-as-a-Second-Language to Vietnamese, Cambodian and Lao refugees who are resettling in the Pierce County area. If you would like to learn how to help these people learn survival English and are able to give two (2) hours a week of your time for three (3) months, please call the Tacoma Community House and add your name to the growing list of volunteers who would like to receive this training and be of help.

KNOWLEDGE OF A FOREIGN LANGUAGE OR PREVIOUS TEACHING EXPERIENCE ARE NOT REQUIREMENTS; SENSITIVITY TOWARD AND TOLERANCE OF CULTURAL DIFFERENCES ARE.

\*For further information, call Marilyn Bentson at 383-3951

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# PREPARING A PRESENTATION FOR VOLUNTEER RECRUITMENT: A WORKSHEET

## Background Data

Name of Audience Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Specific Goal of Presentation: \_\_\_\_\_

Number of People Expected: \_\_\_\_\_ Age Range: \_\_\_\_\_

Visual Aids Needed \_\_\_\_\_

Time Allotment \_\_\_\_\_

Most Effective Emphasis for This Group \_\_\_\_\_

Priorities/Interests of Audience \_\_\_\_\_

## Points to Cover in Presentation

Brief History of our Organization & What It Does \_\_\_\_\_

2-3 Client Benefits of your Organization \_\_\_\_\_

2-3 Benefits for Volunteers of Your Organization \_\_\_\_\_

Specific Volunteer Opportunities \_\_\_\_\_

Time Commitment Necessary \_\_\_\_\_

Training Required/Supplied \_\_\_\_\_

Materials I Will Hand Out \_\_\_\_\_

Don't Forget

( ) Sign up sheet

( ) Alternate plans

( ) Follow up mechanism in place

( ) \_\_\_\_\_

Evaluation of Audience Reaction \_\_\_\_\_

# Media Strategy Chart

Strategy	Advantages	Limitations
Press Release (news)	reaches wide circulation through print and electronic media free publicity press coverage lends clout	not good for a limited/small audience may not be best place for reaching target audience time of day (newcast), page article appears on (newspaper), size of article or length of story affect whether audience sees article and its effectiveness
Public Service Announcement (PSAs)	"free ads" on air good tool for public education	often aired at odd hours (low audience; prime-time goes to those who pay) if station produces ad, often done in cheapest way: one person talking; no editing, no slides or music, no film or tape. if you produce PSA it must meet quality standards of station
Free Speech Message (FSMs)	free allows you to say anything about any issue without censorship	is usually produced cheaply and is hence boring (may not reach audience) may not be aired at good hour
Calendar Listings	good for reminding people of date, time, place of events	primarily good for event publicity; not for general PR only gives who, what, where, when may not be seen
Interview Show	free publicity allows you to clarify issues in more in-depth way (½ hour vs. a one minute PSA or short article) provides public forum for your issues allows you to speak for yourselves (represent yourselves) rather than rely on interpretation of reporter	limited audience usually produced cheaply; appeal of "talking heads" limited; many people tune out after a short time

Strategy	Advantages	Limitations
19 Slide-tape , Video	visual presentation of issues, facts and resources good stimulus for discussion experiential (visually) adds variety and interest	expensive (possibly) need people to present the tape need equipment need people to put it together
Banner	eye-catching adds to feeling of event or festivity creates sense of community involvement	must see that banner is delivered and taken down at proper times each town has own stipulations could cost up to \$300 if done commercially
Bus Poster	hitting the commuter crowd (and youth/elderly)	cost (about \$1.00 per bus plus printing) limited audience
Public Service Advertisement (newspapers)	could be more attention getting than an article  good as supplement to article for publicity for event	must run a week to be effective (if only run a few days, some people may miss it) costly (generally 25% off regular price of newspaper ads)
Event or Action	good chance of getting coverage gets public attention could be entertaining or educational brings issue to the streets or the community allows you personal contact with public creates media follow-up interest and image in community	much planning necessary time-consuming materials may be needed requires pre-publicity
Press Packet	gives media background information on group and issues could lead to more in-depth story	needs to be updated
Newsletter	good for networking in-depth information provides forum for community people acts as clearinghouse for information	costly time consuming needs a staff needs submissions needs to remain lively and relevant needs mimeo, printer need deadlines



Strategy	Advantages	Limitations
20 Press Coverage at Meeting	informs those who didn't attend meeting of decisions/proceedings more in-depth than press release useful for raising public opinion	possibility of misquotes interpretation of reporter may differ from your own
Press Conference	calls attention to a situation useful for announcing findings, publication of facts, results of studies, clarification of an action, making announcements or demands, brings out the press; makes an event out of your news	difficult to find right time of day to hold so all press can attend and meet that day's deadline difficult to get the press to come unless something very important could be a lot of effort for little return place is crucial
Columns or Regular Features; Article Series	provide in-depth public education on issues provides forum keeps your group/issue in public eye	difficult to convince media to do need enough information to generate several articles weekly deadlines take lots of person hours takes a lot research
Photos/Artwork	good way to bring visual attention to issue attention-getting could be used as filler	could be costly photos may not be returned may send out more than get used (cost effective?) needs to meet papers' standards
Brochure Handout Mailer etc.	direct mail insures you reach intended audience is a tangible reminder for people can be more eye appealing/attention-getting than articles	could be costly often thrown away some people have an antagonism to mailings
Poster	attracts attention additional exposure	need people to post location of poster important (or may not reach audience cost

## 2.2 Volunteer Information Form

### VOLUNTEER INFORMATION FORM CHECKLIST

- ☐ Name  
☐ Address  
☐ Home Phone No.  
☐ Work Phone No.  
☐ Age (optional)  
☐ Travel Experience  
☐ Interests and Hobbies  
☐ Foreign Languages spoken or studied  
☐ Special training and skills  
☐ Educational level: high school 9 10 11 12 college 1 2 3 4 grad 1 2 3 4 5  
☐ Teaching or related experience  
☐ Previous volunteer experience  
☐ Person to contact in case of emergency  
☐ How did you hear about our program?  
☐ Transportation available  
☐ Times available for training ☐ WEEKDAYS ☐ EVENINGS ☐ SATURDAY  
☐ Times available for teaching ☐ WEEKDAYS ☐ EVENINGS ☐ SATURDAY  
     (include days, hours)  
☐ Length of commitment to teaching (number of months or weeks)  
☐ Preferences for teaching (number of students, students' age and sex, proximity)  
☐ Teaching site preferred: own home\_\_\_, student's home\_\_\_, agency\_\_\_, other\_\_\_  
☐ Restrictions which might/will affect your availability for volunteer work (family, work schedules, transportation, vacation plans, etc.)  
☐ Employer  
☐ Work History  
☐ Why do you want to volunteer to teach English to refugees?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## VOLUNTEER INFORMATION FORM: SAMPLE

22

NAME \_\_\_\_\_

DATE \_\_\_\_\_

ADDRESS \_\_\_\_\_

BIRTHDAY \_\_\_\_\_

HOME PHONE \_\_\_\_\_

WORK EXPERIENCE \_\_\_\_\_

WORK PHONE \_\_\_\_\_

EDUCATIONAL BACKGROUND (circle last year completed) Grade 5 6 7 8 High School 1 2 3 4  
College 1 2 3 4 Graduate School 1 2 3 4 5 Degree(s) \_\_\_\_\_

LANGUAGES SPOKEN OR STUDIED \_\_\_\_\_

PREVIOUS VOLUNTEER EXPERIENCE \_\_\_\_\_

TRAVEL, INTERESTS, HOBBIES \_\_\_\_\_

TEACHING OR RELATED EXPERIENCE \_\_\_\_\_

WHY DO YOU WANT TO TUTOR? \_\_\_\_\_

HAVE YOU HAD ANY FORMAL TRAINING IN TEACHING? \_\_\_\_\_ ESL? \_\_\_\_\_ If yes, where, when, and how long? \_\_\_\_\_

TRANSPORTATION

Do you have a car?

YES

NO

Do you carry auto liability insurance?

TIME AVAILABLE

Days per week \_\_\_\_\_

Hours \_\_\_\_\_

Minimum time commitment (hours, weeks, or months) \_\_\_\_\_

On a regular basis? YES \_\_\_\_\_ NO \_\_\_\_\_

PREFERENCES FOR TUTORING, IF ANY (age, sex, proximity, schedule) \_\_\_\_\_

PLACE PREFERRED

Own home \_\_\_\_\_ Student's home \_\_\_\_\_

Other \_\_\_\_\_

WHO REFERRED YOU TO THE PROGRAM? \_\_\_\_\_

PERSON TO CONTACT IN CASE OF EMERGENCY \_\_\_\_\_

COMMENTS:

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

\* \* \* \* \* ARRANGEMENTS MADE \* \* \* \* \*

STUDENT(S) \_\_\_\_\_

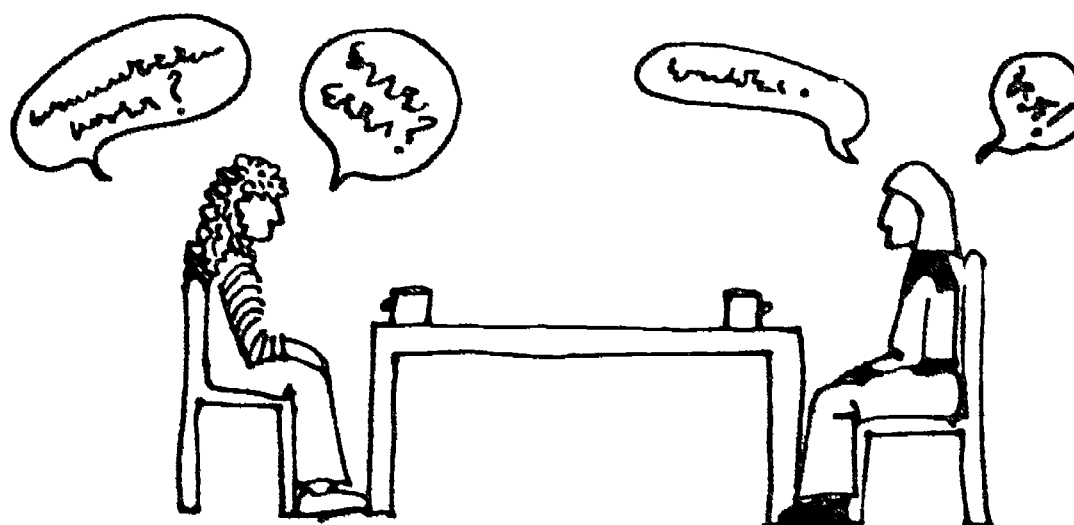
ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_

TIME AND PLACE \_\_\_\_\_

TRANSPORTATION ARRANGEMENTS \_\_\_\_\_

## 2.3 Interview



As a COORDINATOR, you need to have certain information about the volunteer from the VOLUNTEER INFORMATION FORM in order to make an appropriate placement; not all potential volunteers should teach ESL to refugees.

The VOLUNTEER needs to consider a written JOB DESCRIPTION before making a commitment to join your organization; not all potential volunteers really want to teach ESL to refugees once they know the responsibilities involved.

An INTERVIEW allows both you and the volunteer to clarify any questions you may have before reaching a mutual understanding about the next step.

Most often you'll have your initial contact with a volunteer over the phone when she calls to express interest in your program. You may be so thrilled with any response that you say, "Oh, thank you for calling. When can you start?" Truly, however, this hasty reaction is not fair to your program, the volunteer, or the students. Simply explain to the potential volunteer that you'd like to meet with her to discuss the program in detail. Perhaps arrange the interview when the volunteer can observe an ESL class or tutorial session. If the volunteer works, other arrangements might be made: before/after work, Saturday morning, before/after church, lunch time, day off, evening.

- \* The VOLUNTEER PHONE LOG form is designed to help you keep a record of your conversations with potential volunteers; rather than paper slips floating on your desk, you can keep a file.

### GETTING READY: Before the Interview

1. Have the TUTOR INFORMATION FORM and JOB DESCRIPTION of volunteer ESL teachers available.
2. Have coffee/tea/cocoa ready to offer.
3. Have accessible any visual aids to illustrate the program:
  - pictures of actual volunteer ESL teaching situations
  - calendar with class schedule, training sessions, monthly meetings indicated
  - newspaper articles describing your program or refugee concerns

### TUNING IN: The Interview

1. Make the volunteer comfortable physically: offer something to drink; provide a quiet place for the interview; take her coat.
2. Get acquainted: share some information about yourself to let the volunteer know who she'll be working with.
3. Give a basic overview of the agency and ESL refugee program in general.
4. State the purpose of the interview.
5. Give the volunteer the APPLICATION to fill out; while you read the application, give the volunteer the JOB DESCRIPTION to read.
6. Ask some of the following open-ended questions:
  - \_\_\_ What have you enjoyed most about your past volunteer experience?
  - \_\_\_ What sort of people do you enjoy working with?
  - \_\_\_ What sort of people don't you enjoy working with?
  - \_\_\_ What do you consider your greatest strengths and weaknesses?
  - \_\_\_ What motivates you to make your greatest effort?
  - \_\_\_ What 2 or 3 accomplishments have given you the most satisfaction?
  - \_\_\_ How does our volunteer program fit into your own long range goals?
  - \_\_\_ Which of your skills do you think will contribute most to our agency?
  - \_\_\_ What is the biggest reason you've chosen to volunteer for our agency to teach ESL to refugees?
  - \_\_\_ What experiences have you had with people of different cultures?

If after the interview questions you feel the volunteer is not appropriate to teach ESL to refugees, don't be reluctant to steer the volunteer in another direction. Both of you will be happier in the long run if you suggest alternatives now:

1. Describe other ways the volunteer may be better suited to help your program (type, provide transportation, babysit, make materials, write the newsletter, do public relations work).
2. Refer the volunteer to the United Way Volunteer Bureau for other volunteer opportunities which will match the volunteer's interests and skills more satisfactorily.

You may want to give the volunteer an opportunity to consider the prospect of teaching before making a final commitment. While waiting for training, arrange for a visit to an ESL class or tutoring session. Watching students with teachers will help volunteers decide.

#### CONTRACTING: Reviewing the Situation

1. Detail the specific requirements and schedules of ESL training and teaching.
2. Answer any questions the volunteer may have.
3. Clarify any information on the application concerning preferences and schedules.
4. Come to a mutual decision about the commitment: sign up for the next training, visit classes, . . . .
5. Reiterate the next step: make a note to send notice of next training, schedule visitation.
6. Have the volunteer actually sign a contract as a statement of commitment to your program (see the following page). OPTIONAL

## VOLUNTEER CONTRACT \*\*\*

Position Title: English as Second Language Tutor

Program Objective: To assist persons for whom English is a second language in learning or improving their English language skills--listening, speaking, reading and writing (in that order)--so that the student can function more fully in the community.

Time Commitment: 2 hours minimum teaching time per week, preferably spread over at least 2 days, for 3 months.

Responsible to: Volunteer Coordinator, Tacoma Community House.

\*\*\*\*\*

Position Responsibilities:

- \* To become familiar with and learn to use basic texts and materials by participating in basic ESL training.
- \* To attend monthly share sessions.
- \* To tutor non-English-speaking adults in English, in their homes or other suitable sites.
- \* To be reliable and on time on regularly scheduled days. Give as much notice as possible if you are unable to meet with your student and arrange a mutually satisfactory time for a make-up session.
- \* To plan and carry out lesson plans. Consult your volunteer coordinator if there are any questions about the plan or materials.
- \* To keep records of your student's progress and keep a record of the hours spent with your student each month.
- \* To realize that all acts of assistance will be performed without financial compensation.

I have read and understand the above and agree to carry out the responsibilities as described.

Signed

\_\_\_\_\_  
Volunteer

Date

\_\_\_\_\_  
Volunteer Coordinator



POST INTERVIEW EVALUATION WORKSHEET

Instructions: Rate the interviewer on a 1-10 scale on each of the following  
(10 best)

THE INTERVIEWER SHOULD	RATING
1. Put the interviewee at ease at the outset.	
2. Create a productive, open atmosphere.	
3. State the purpose of the interview succinctly and clearly.	
4. Work for consensus.	
5. Ask open-ended questions.	
6. Encourage the interviewee to talk about herself.	
7. Paraphrase or "play back" key points to get more information from the client.	
8. Listen actively.	
9. Start .. positive comments before moving on to negative ones.	
10. Find out what the interviewee is thinking.	
11. Be open to accept the interviewee's feelings.	
12. Display open "body language" and good eye contact.	
13. Avoid interrupting the interviewee.	
14. Deal with one subject at a time.	
15. Summarize before moving on to next point.	
16. Check to make sure interviewee understands key points.	
17. Close on a positive note.	
18. Agree on action plans with deadlines.	
19. Set up a follow-up interview (if necessary)	

## VOLUNTEER PHONE LOG

Date \_\_\_\_\_ Initials \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Referred by \_\_\_\_\_

☐ Send \_\_\_\_\_ Packet(s): Mailed \_\_\_\_\_☐ Confirmed for next workshop☐ Office visit \_\_\_\_\_

Date of workshop \_\_\_\_\_

Comments:

## VOLUNTEER PHONE LOG

Date \_\_\_\_\_ Initials \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Referred by \_\_\_\_\_

☐ Send \_\_\_\_\_ Packet(s): Mailed \_\_\_\_\_☐ Confirmed for next workshop☐ Office visit \_\_\_\_\_

Date of workshop \_\_\_\_\_

Comments:

## VOLUNTEER PHONE LOG

Date \_\_\_\_\_ Initials \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Referred by \_\_\_\_\_

☐ Send \_\_\_\_\_ Packet(s): Mailed \_\_\_\_\_☐ Confirmed for next workshop☐ Office visit \_\_\_\_\_

Date of workshop \_\_\_\_\_

Comments:

## VOLUNTEER PHONE LOG

Date \_\_\_\_\_ Initials \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Referred by \_\_\_\_\_

☐ Send \_\_\_\_\_ Packet(s): Mailed \_\_\_\_\_☐ Confirmed for next workshop☐ Office visit \_\_\_\_\_

Date of workshop \_\_\_\_\_

Comments:

### 3 TRAINING

Volunteers deserve professional ESL teacher training and an orientation to your program. Adequate training at the onset of the program can provide the structure that will instill confidence in your tutors. In addition, training for volunteers lends a feeling of professionalism to the volunteers' work. Volunteers are not paid, but a sense of doing work that is important and doing it well will foster the commitment that it is necessary for volunteerism.

#### 3.1 Arrange for Training

Most people volunteer with a desire to help and many doubts. "How can I teach my student English if I can't even talk to her?" "I really don't know very much about S.E. Asian people. Can you tell me about them?" Before your volunteers plunge into teaching, they need their questions answered. Since you're probably not an ESL expert and are busy managing the program, the VTP provides your volunteers three areas of training:

- Basic ESL Training with cultural orientation helps the volunteer to:
  - increase confidence
  - develop skills which will transfer to a later job
  - acquire basic ESL teaching techniques
  - effectively utilize the curricula
  - establish friendships with fellow volunteers
- Follow up Special Topics Workshops give your volunteers:
  - additional teaching skills
  - continued contact with other ESL tutors
  - answers to questions about their students
- Annual Statewide Volunteer ESL Conference allows your volunteers to:
  - network with other volunteers throughout the state
  - acquire professional development in ESL
  - expand their knowledge to include cultural and social aspects of tutoring New Americans

#### CONSIDERATIONS:

People volunteer eager to train and begin tutoring. To prevent their wandering off while waiting for training, have the volunteer:

- Observe a DSHS or other ESL class as an integral part of training; the new volunteer will gain confidence and acquire more teaching techniques.
- Go with an experienced tutor to a home lesson.
- Develop a picture file.
- Attend a showing of "Becoming American."
- Attend an ORIENTATION MEETING to meet other new volunteers and learn about your program.
- Help with specific program task

TRAINING CONFIRMATION AND OBLIGATIONS

PROGRAM \_\_\_\_\_

COORDINATOR \_\_\_\_\_ PHONE \_\_\_\_\_

TRAINING DATES \_\_\_\_\_ SCHEDULE \_\_\_\_\_

WORKSHOP SITE \_\_\_\_\_

COMMENTS \_\_\_\_\_

\_\_\_\_\_

COORDINATOR CHECKLISTPre-Training Obligations:

- \_\_\_ meet with VTP staff for program assessment and orientation: describe program; discuss your goals, VTP expectations and services; describe materials and distribution policy; more...
- \_\_\_ recruit and test students
- \_\_\_ interview and screen volunteers
- \_\_\_ hold an orientation meeting about your program for the new volunteers
- \_\_\_ secure minimum number of volunteers to be trained ( )
- \_\_\_ make arrangements for scheduling training site
- \_\_\_ arrange for tables and chairs, \_\_\_ blackboard, \_\_\_ film projector/screen -- at site
- \_\_\_ notify volunteers about the time and place of training
- \_\_\_ remind volunteers that materials will be distributed only to those who attend the entire training and have been assigned tested students
- \_\_\_ organize a potluck or encourage volunteers to bring sack lunches for all-day trainings

On-Site Obligations:

- \_\_\_ meet trainer before each session or make necessary arrangements to open doors, help with last minute emergencies, etc.
- \_\_\_ attend entire training (if you haven't already)
- \_\_\_ supply coffee/tea/cocoa (it's a nice touch)

### 3.2 Orientation to Program

Individually recruited volunteers need to acquire a sense of community with others in your program. A group orientation meeting is an opportunity to acquaint new volunteers with each other as well as familiarize them with your program and the refugee community. Strangers can leave the meeting with a sense of their common mission.

- Offer the ORIENTATION session at a variety of times to accommodate everyone
- Meet in a comfortable setting conducive to easy communication.
- Serve refreshments.
- Provide variety during the presentation: slides, discussion, lecture, tour, exhibits, visual aids . . .
- The content of the orientation might include the following:
  - THE BIG PICTURE
    - the history of refugees in the United States
    - the refugee situation in Washington State
    - the status of refugees in your local area
  - ESL FOR REFUGEES IN WASHINGTON STATE
    - explanation of state-funded ESL classes
    - description of how your program fits into the picture
  - YOUR ORGANIZATION
    - history of your program
    - the purpose and goals of your organization
    - how you relate to other organizations in the area
    - funding source
    - names and functions of your key staff members (perhaps introduce some of the members to the new volunteers)
    - hours, holiday schedule, rules of your agency
    - physical layout of building (include a map, conduct a tour)
    - announce community meetings of possible interest (Refugee Forum)
    - announce future meetings: follow up workshops, monthly meetings)
- Allow time for open communication of concerns, fears, comments and questions.
- Make time for people to get acquainted informally during a coffee break or in small groups sharing feelings.

### (3.2 ORIENTATION)

- Avoid tutor burn-out by making it clear to volunteers that they are not responsible for attending to all the social, medical, legal and personal needs of their students; give the volunteers the COMMUNITY RESOURCE FORM which lists agencies with phone numbers and contact people for them to refer to when presented with a situation they are not equipped to solve. APPENDIX E, the Refugee Resource Guide, was compiled in Pierce County; while it details specific services in that area, the general ideas and format should be useful for you in compiling a similar project for your community.
- Evaluate the effectiveness of the orientation by obtaining written evaluations; the input will help make future orientations even better.
- "Becoming American" is a powerful film which chronicals the journey of a Hmong family from a Lao village and Thai refugee camp to downtown Seattle. This effective film is appropriate for all potential and new volunteers.

The thirty minute version of the film is now readily available locally. The Washington Association of Churches has obtained funding from a private donor for the purchase of five copies of the film. They are available for use only by refugee, church, and community groups in Washington State.\*

The film should be ordered directly from the Religious Broadcasting Commission (RBC), 356 Post Intelligencer Bldg., 521 Wall St., Seattle, WA 98121; Phone: (206) 682-0608.

There is no rental charge for the above groups; a service charge of \$15 covers scheduling, storage, inspection, cleaning, and repair of the film by the RBC, an ecumenical media organization.

The "Becoming American" Study/Discussion Guide, written by Susan Brooks O'Neill, will accompany each request for the film.

\* Due to contractual agreements between the film producers and the national distributor, school systems must order directly through New Day Films, (201) 981-8240, for a rental fee of fifty dollars.

## COMMUNITY RESOURCES

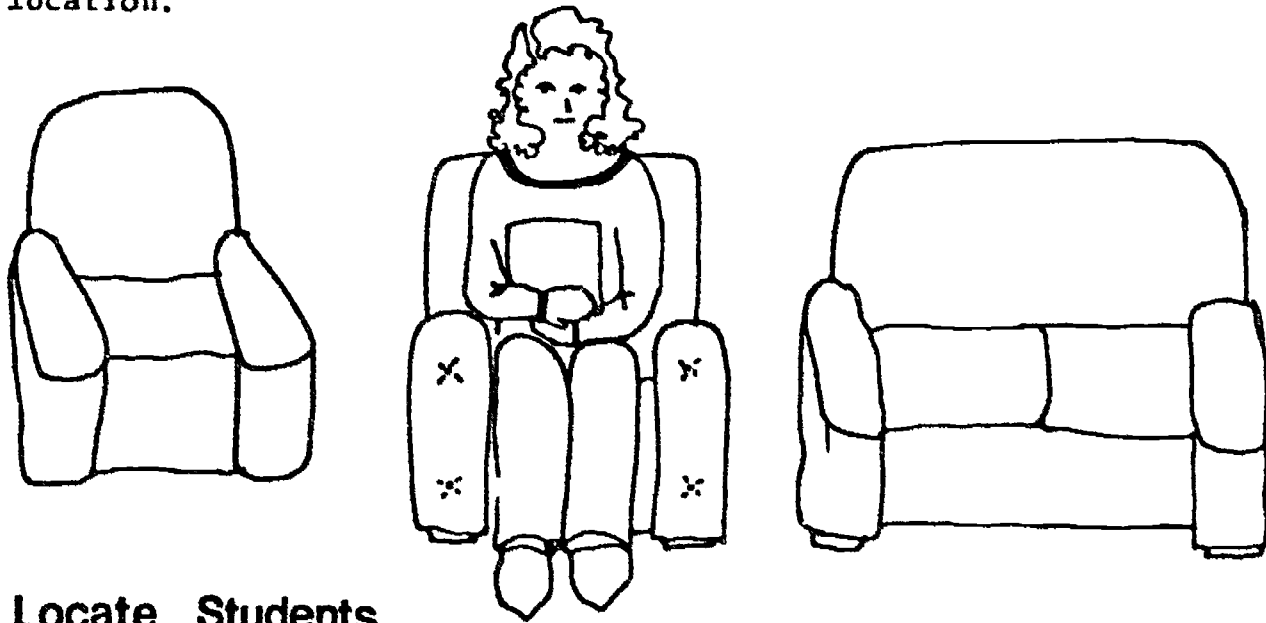
ORGANIZATION	CONTACT PERSON	PHONE NO.	ADDRESS	COMMENTS
Community College ESL Program				
County Refugee Forum				
Dental Clinic				
DSHS Community Service Office				
Emergency Food				
Employment Office				
Ethnic Market				
Family Planning				
Fire Department				
Health Department				
Housing Assistance				
Legal Assistance				
Medical Clinic				
Mutual Assistance Assn.				
Poison Control Center				
Police Department				
Public Assistance				
Refugee Employment				
Second Hand Clothing/Furniture				
Sponsor				
Translator/Bilingual Friend				
Vocational Education				



## 4 PLACEMENT

Placement involves the art of matching individual students with tutors. Locating and assessing students is just as vital as finding and training volunteers; once you've acquired and trained volunteers and assessed students, you're ready to connect them.

1. Locate students.
2. Complete STUDENT INFORMATION FORM.
3. Assess student English needs with GENERAL PLACEMENT EXAM.
4. Connect the student with the tutor to arrange a lesson schedule and location.



### 4.1 Locate Students

Contact the following for referrals:

1. DSHS ESL classes: often located in local community colleges\*
2. Community Service Office (CSO) at State Department of Social and Health Services
3. Vocational Training Programs
  - CETA
  - Vocational Training Schools
4. Mutual Assistance Associations (MAA's): ethnic organizations of peoples from Laos, Cambodia, Vietnam, Ethiopia, Poland, etc.
5. Churches sponsoring refugees
6. Volags: voluntary agencies that sponsor refugees in the United States

Place native language flyers in public places: ethnic markets, laundromat, supermarket, housing complex.

Take a bilingual person with you to refugee housing for direct recruitment.

Attend your county Refugee Forum to announce your tutoring program.

\*See Appendix B



## 4.2 Student Information Form

STUDENT INFORMATION FORM CHECKLIST (You may need an interpreter or family member to gather the information)

<input type="checkbox"/> Name	ARRANGEMENTS MADE
<input type="checkbox"/> Address	<input type="checkbox"/> Tutor
<input type="checkbox"/> Telephone No.	<input type="checkbox"/> Address
<input type="checkbox"/> Nationality	<input type="checkbox"/> Telephone
<input type="checkbox"/> Ethnic Group	<input type="checkbox"/> Time and place
<input type="checkbox"/> Age	<input type="checkbox"/> Transportation arrangements
<input type="checkbox"/> Sex	<input type="checkbox"/> Date of first class
<input type="checkbox"/> Marital Status	
<input type="checkbox"/> Children	
<input type="checkbox"/> Native Language	
<input type="checkbox"/> Literate in that language	
<input type="checkbox"/> Other languages spoken	
<input type="checkbox"/> Literate in those languages	
<input type="checkbox"/> Previous education in own country	
<input type="checkbox"/> Education in U.S.	
<input type="checkbox"/> Previous English experience: where, when	
<input type="checkbox"/> English in refugee camp	
<input type="checkbox"/> Presently employed	
<input type="checkbox"/> Where	
<input type="checkbox"/> Hours	
<input type="checkbox"/> Previous work history	
<input type="checkbox"/> Time available for study; day/week	
<input type="checkbox"/> Transportation available	
<input type="checkbox"/> Place available for tutoring	
<input type="checkbox"/> Referred by _____	

## STUDENT INFORMATION

Name \_\_\_\_\_ Nationality \_\_\_\_\_  
Address \_\_\_\_\_ Native language \_\_\_\_\_  
Age \_\_\_\_\_ Birthdate \_\_\_\_\_  
Telephone \_\_\_\_\_ Sex \_\_\_\_\_  
Sponsor's Name \_\_\_\_\_ Marital Status \_\_\_\_\_  
Sponsor's Address \_\_\_\_\_ Children \_\_\_\_\_ Age \_\_\_\_\_  
Sponsor's Telephone \_\_\_\_\_  
Previous education \_\_\_\_\_  
Literate: YES \_\_\_\_\_ NO \_\_\_\_\_ Which language(s) \_\_\_\_\_  
How long in U.S.? \_\_\_\_\_  
Previous English study or contact \_\_\_\_\_  
Present employment: YES \_\_\_\_\_ NO \_\_\_\_\_ Where? \_\_\_\_\_  
Future goals/plans \_\_\_\_\_  
Time available: Day/week \_\_\_\_\_  
Hours \_\_\_\_\_  
Transportation available: YES \_\_\_\_\_ NO \_\_\_\_\_  
Additional comments: \_\_\_\_\_

---

ARRANGEMENTS MADE

Tutor \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
Time & Place \_\_\_\_\_  
Transportation Arrangements \_\_\_\_\_

### 4.3 Assess Student Language Needs

The GENERAL PLACEMENT EXAM developed by the VTP provides you with the information needed to place a student in one of the curricula provided by the project. The exam, score sheets, and teacher's booklet are located at the back of this handbook. The exam results can help you place students in the appropriate ESL class. In addition, the students' English level may determine the amount of tutor time required of an individual tutor:

	<u>Recommended Time</u>
PRELITERATE I and II	1 - 1½ hours daily/2-4 days per week
BEGINNING I and above	1 - 1½ hours daily/1-2 days per week

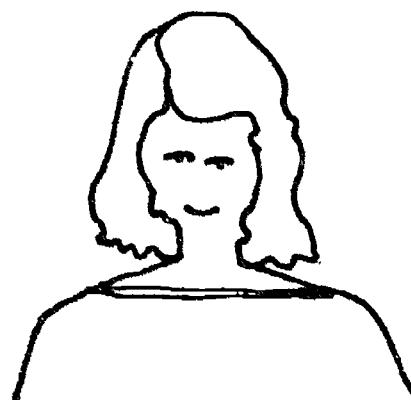
### 4.4 Connect Student with Tutor

Connecting students with tutors can begin once you've collected all the information. Consider and compare data about the PEOPLE and PLACES, use your judgment and instinct, and poof! You've made a match!!



STUDENT INFORMATION FORM

- personal information;  
language/educational background;  
prior English instruction
- time available
- transportation available
- tutor location desired



TUTOR INFORMATION FORM

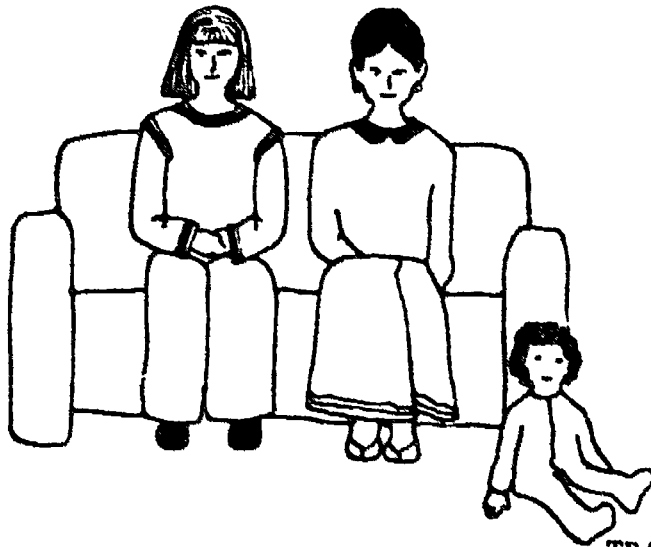
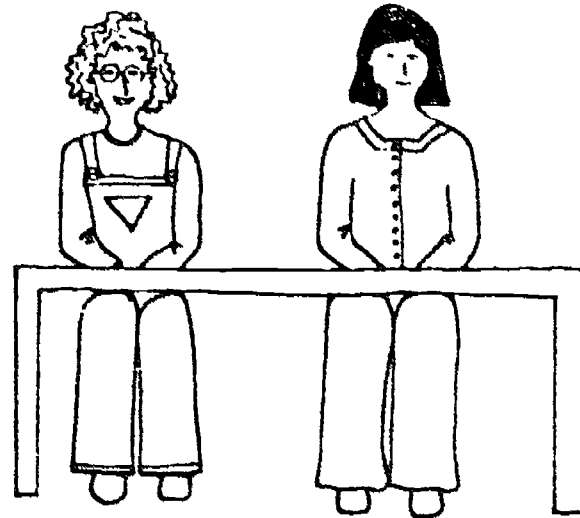
- personal information;  
preferences, interests
- time available
- transportation available
- tutor location desired

GENERAL PLACEMENT EXAM

- ESL level
- English goals

- determine curriculum
- place in appropriate class
- place with appropriate tutor

## (4.4 CONNECT STUDENT WITH TUTOR)

STUDENT'S HOMECENTRAL LOCATIONTRANSPORTATION

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Is location convenient for tutor to get to?</li> <li>- Is the home on a bus line?</li> </ul> | <ul style="list-style-type: none"> <li>- Can students arrange transportation?</li> <li>- Is the location on a bus route?</li> <li>- Is the location convenient for the student?</li> </ul> |
|---|--|

SETTING

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Can distractions be minimized?</li> <li>- Can babysitting be arranged?</li> <li>- Is tutor aware that she needn't feel responsible for all of the needs of her student's family?</li> </ul> | <ul style="list-style-type: none"> <li>- Are child care facilities available?</li> <li>- Is the space conducive to group or individual tutoring?</li> </ul> |
|--|---|

SCHEDULE

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Flexible schedules can be arranged for both tutors and students.</li> </ul> | <ul style="list-style-type: none"> <li>- All students and tutors must be available at the same set time.</li> </ul> |
|--|---|

HERE ARE SOME CONSIDERATIONS TO MAKE WHEN MATCHING STUDENTS WITH TUTORS:

- Home tutors have a tendency to wander off with their students never to be heard from again. So, after matching and arranging the lesson setting, establish a CHECK IN SYSTEM:

S	M	T	W	T	F	S
		.		.	o	
		.		.		
		.		.	o	
x	.	.				

S	M	T	W	T	F	S
		.		.	o	
		.		.		
		.		.	o	
x	.	.				

S	M	T	W	T	F	S
		.		.	o	
		.		.		
		.		.	o	
x	.	.		.	*	

- . write daily lesson logs
- o call in every 2 weeks
- x send or call in monthly attendance with tutor hours
- \* come in for interview to evaluate experience and determine if tutor
  - 1) wants to end
  - 2) wants to continue with same student
  - 3) wants to continue with different student

- You might attend the first home visit to introduce the tutor to her student and determine the schedule, length and frequency of lessons; this initial meeting can also occur at a central location. You can test students, complete their STUDENT INFORMATION FORM, introduce them to their tutors, and make the lesson arrangements all at once with the aid of an interpreter. Try whatever works for you.
- If group tutorials are arranged, place students with similar English levels together. This may mean breaking up a family to avoid the more verbal members from doing all the talking and learning.
- If the tutor can only meet once a week, have her tutor a higher level student who doesn't need as much consistent practice.

VOLUNTEER: \_\_\_\_\_

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VOLUNTEER TUTOR LOG

STUDENT(S)	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
1.																														
2.																														
3.																														
4.																														
5.																														
6.																														
	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
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	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
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	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
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## 5 RECOGNITION

Individual volunteers decide to teach English to refugees for a myriad of motivations. As we discover these personal reasons during the interview, we can immediately begin to recognize and meet these needs. Few volunteers are thrilled with the thought of a certificate at the end of a years' commitment as their only reward. Most would rather receive a birthday card, have access to a resource library, a phone call, additional training, a vacation, or an invitation to a potluck. You must be prepared to offer a wide range of support for your very special volunteers.

Five common volunteer motivations for teaching English to refugee students are described on the following pages. Each motivation is accompanied by a long list of ideas for recognizing these needs. No one can do everything, certainly, but your idea of support might be expanded by this list of options.



## EXPRESS APPRECIATION IN A VARIETY OF WAYS FOR DIFFERENT VOLUNTEER MOTIVATIONS

### 1. PROFESSIONAL DEVELOPMENT: looking for work experience, training, increased skills

- \_\_\_ announce additional ESL workshops
- \_\_\_ write job recommendations: document training, experience, hours, skills, duties
- \_\_\_ develop resource library and bibliography of ESL and cultural materials
- \_\_\_ write letter of appreciation to employer
- \_\_\_ provide evaluation of job performance; include positive feedback as well as discussion of areas for improvement
- \_\_\_ present certificate documenting training and tutor experience
- \_\_\_ provide credit from school
- \_\_\_ send newsletter with further teaching tips
- \_\_\_ announce job notices in related areas
- \_\_\_ provide professional ESL training before teaching

### 2. SOCIAL EXPERIENCE: want to meet other people with similar interests; establish supportive relationship with refugee family

- \_\_\_ organize orientation as a group social to meet others
- \_\_\_ arrange gatherings of volunteers, students, and families: picnic, pot luck, brown bag lunch, holiday parties, staff socials
- \_\_\_ set up a volunteer lounge with coffee/ tea as a place to chat with you and other volunteers and staff
- \_\_\_ use a roleflex card system to collect personal comments about individual volunteers
- \_\_\_ offer group teaching in central location
- \_\_\_ have volunteer attend TALK TIME
- \_\_\_ take a volunteer for lunch
- \_\_\_ provide regular phone contact to keep in touch

### 3. SERVICE: want to improve conditions in society, help an individual acquire skills for self sufficiency

- \_\_\_ arrange letters or acts of appreciation from students/ program
- \_\_\_ keep records of ways volunteers help, numbers of students served; publish the information
- \_\_\_ assure the volunteer that she's making progress; provide evaluation, follow-up
- \_\_\_ write newsletter articles about the effects of volunteer teaching
- \_\_\_ have active volunteers describe experience as part of orientation
- \_\_\_ arrange film, speaker to allow volunteers to get sense of contributing to the solution of a global problem



#### 4. RESPONSIBILITY: capable, interested in accomplishing other tasks

- ask for input from volunteers affected by decision before making decision
- include/ invite volunteers to participate in planning, evaluation, problem solving
- ask volunteer to help train other volunteers: observe, orientation
- delegate some of your responsibilities to capable volunteers
- put in charge of project: TALK TIME, resource library, newsletter, pot-luck party planning
- ask to help redesign brochures, slide show, interview process, orientation
- ask for recruitment ideas
- provide specific training for volunteer taking on new role
- invite to program staff meetings

#### 5. INDIVIDUAL RECOGNITION: acknowledge special needs of each individual volunteer

- encourage and arrange volunteer to take training in communication: stress reduction, etc.
- avoid burnout by giving vacations, change of pace in work
- utilize unique talents and interests
- check to see how things are going; allow for change of assignment
- provide social service list of community resources
- carefully match volunteers and students
- write newsletter articles about individual volunteers
- send cards: birthday, valentines, Christmas
- organize an appreciation program: invite the director, board members  
have students provide food, entertainment  
present certificates of appreciation
- submit article highlighting a special volunteer in newspaper, radio, TV spot
- nominate a volunteer for award
- procure bennies: free tickets, discounts on materials
- arrange convenient physical set up: chalkboard, parking, babysitting, coffee, heat, keys.....
- send special thank you for special service: personal note, flower
- use volunteer for public relations: speak about program from personal experience
- provide transportation to program functions
- send thank you letter at end of volunteer service
- arrange an exit interview to say thank you; encourage the volunteer to honestly express her evaluation of her experience
- enroll volunteers over 60 years old in RSVP; they receive liability car insurance and 16¢ mileage

## EXIT INTERVIEW

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Reasons for leaving the organization \_\_\_\_\_

1. During your association with our organization you have had many experiences. Please share with us what you found the most satisfying and least satisfying experiences.

Most satisfying \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Least satisfying \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. We are always trying to improve our volunteer training and placement. Please rate and remark on the training you received during your work with our organization.

Position held \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

Training received \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

3. Please rate your training (circle one)

EXCELLENT

GOOD

FAIR

POOR

NO OPINION

Please rate your placement (circle one)

EXCELLENT

GOOD

FAIR

POOR

NO OPINION

Thank you for volunteering with us.

Signed \_\_\_\_\_

20 PHRASES TO PROMOTE COMMUNICATION WITH YOUR VOLUNTEER

✓ #	Phrase
	1. How do you feel about . . .
	2. What would you like . . .
	3. What is really good in . . .
	4. Looks like you're . . .
	5. I sense that . . .
	6. How is it going . . .
	7. What's troubling you . . .
	8. It sounds like . . .
	9. How do you see . . .
	10. Say a little more about that . . .
	11. What I hear you saying is . . .
	12. It feels as though . . .
	13. I'd like to come back to that later . . .
	14. Can you hold that a minute . . .
	15. What is the purpose of . . .
	16. . . . is that how you see it?
	17. Let's check that out with . . .
	18. How do you see the problem . . .
	19. Do you see it differently?
	20. Can you tell me about it?

# TUTORS OF ENGLISH AS A SECOND LANGUAGE

## CERTIFICATE of APPRECIATION

Presented to

In recognition of completion of a basic ESL training  
by the Volunteer Training Project of Tacoma Community House,  
and for \_\_\_\_\_ months of volunteer ESL tutoring of refugees  
in the \_\_\_\_\_  
\_\_\_\_\_ program in Washington state.

Presented this \_\_\_\_\_ day of \_\_\_\_\_

*Marilyn Bentson*

**MARILYN BENTSON**

VTP Coordinator

Volunteer Training Project

TACOMA COMMUNITY HOUSE

P.O. Box 5107

1311 South M Street

Tacoma, Washington 98405

383-3951

\_\_\_\_\_  
Program Coordinator



## SEATTLE ART MUSEUM

## ASIAN ART EXHIBIT



plus



## Potluck Supper at Volunteer Park

**DAY:** Thursday, July 28 (a free admission day to the Museum)

**TIME:** Meet at the Community House at 3:15 p.m.  
We will return at approximately 8:30 p.m.

**BRING:** Your family, some food to share.  
Paper plates and cups, spoons and forks will be provided.

\* Please give the translated invitations to your students. Tell them to call me ahead of time if they want to go so that I can arrange enough transportation.  
Anita Bell: 383-3951 (days) or 922-9107 (evenings).



June '83

# VOLUNTEER VOICE



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## FOLLOW-UP TRAINING

June 21 \* 6:30-9:30 p.m.  
Tacoma Community House

This is for all tutors trained in 1983. It will be helpful additional training and a chance to share successes, questions, whatever.

All volunteers are welcome!



## A PARTY!

At Wright Park, near the wading pool  
(west of the playground)

June 25 3:00 - 6:00 p.m.

Bring your family, your student, some food, and prepare to have a good time.

Recognition of tutors \* Entertainment  
\* Fresh Air \* Food! (plates, cups, forks and drinks provided) \*



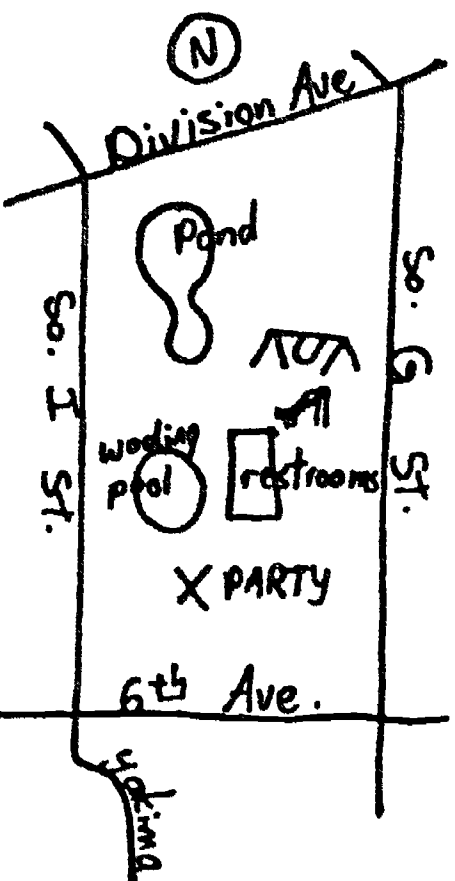
Do you know . . .

What volunteer was so successful, she worked herself out of a job?

What volunteer has been teaching the longest?

What volunteer has more children than her student (who has 61)?

Come to the party and find out!



Invitation to party, translated for students

សម្រាប់គ្រូបង្រៀននិងសិស្ស

ថ្ងៃ : ទី ២៥ ខែ មិថុនា

ពេល : ៣:០០ ល្ងាច — ៦:០០ ល្ងាច

នេះជាឱកាសមួយក្នុងការប្រជុំគ្នាជាមួយគ្រូបង្រៀន និងសិស្ស  
អ្នកគ្រូបង្រៀន ហើយសិស្សអ្នកគ្រូបង្រៀន និងសិស្ស  
អ្នកគ្រូបង្រៀន

Tiệc họp mặt dành cho thầy giáo và học sinh  
vào ngày 25 tháng 6 từ 3 đến 6 giờ chiều tại  
Wright Park.

Đây là một dịp để cảm tạ ơn thầy hãy đưa gia  
đình và mang thức ăn đến để cùng chung vui.

រៀន និងបង្រៀន ជាមួយគ្នា

រៀន និងបង្រៀន ជាមួយគ្នា  
នេះជាឱកាសមួយក្នុងការប្រជុំគ្នាជាមួយគ្រូបង្រៀន និងសិស្ស  
អ្នកគ្រូបង្រៀន ហើយសិស្សអ្នកគ្រូបង្រៀន និងសិស្ស  
អ្នកគ្រូបង្រៀន  
WRIGHT PARK រៀន និងបង្រៀន  
ថ្ងៃ : ទី ២៥ ខែ មិថុនា  
ពេល : ៣:០០ ល្ងាច — ៦:០០ ល្ងាច  
នេះជាឱកាសមួយក្នុងការប្រជុំគ្នាជាមួយគ្រូបង្រៀន និងសិស្ស  
អ្នកគ្រូបង្រៀន ហើយសិស្សអ្នកគ្រូបង្រៀន និងសិស្ស  
អ្នកគ្រូបង្រៀន

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## 5.2 Assessment

Try not to be intimidated by the thought of assessing your program. As coordinator, you're often asked to justify the use of volunteers and evaluate their effectiveness in teaching English. Your volunteers also need an opportunity to discuss the value of their experience. Here are some ideas for collecting information:

- **ATTENDANCE/VOLUNTEER TUTOR LOG:**
  - records tutors' commitment
  - documents length of service to community
- **LESSON LOG:**
  - records lessons taught to pass on to future tutors of the same student
  - encourages a sense of accountability
- **3 MONTH/EXIT INTERVIEW:**
  - allows you to learn if your tutors are content in their placement or need a change
- **SHARE MEETINGS:**
  - give volunteers the chance to discuss their successes and problems with others
  - provide a setting for getting group consensus on possible changes in the program
- **INFORMAL STUDENT ASSESSMENTS:**

After a few months or at the end of a tutoring period, meet with the student:

  - give the GENERAL PLACEMENT EXAM again as a post test
  - note any general changes in their language and social skills (e.g., offers you a seat, easily responds to a greeting, calls up when ill, picks up the phone)
- **INFORMAL TUTOR ASSESSMENT:**

Ask your volunteers some of these questions:

  - What are the strong points about working here?
  - What do you like least about volunteering here?
  - What is one thing that would make your experience better?
  - What was your best and worst experience this week?

VOLUNTEER ESL PROGRAMS ASSISTED BY VOLUNTEER  
TRAINING PROJECT (TACOMA COMMUNITY HOUSE)

## King

ASIAN RESETTLEMENT CENTER  
15479 NE 4th  
Bellevue, WA 98008

Lisa Lovell (work) 643 - 3558  
Individual

BELLEVUE SEVENTH ADVENTIST CHURCH  
15 - 140th NE  
Bellevue, WA 98005

Eleanor Ritz (home) 451 - 3661  
Duane Childs (home) 881 - 6105  
Individual

CATHOLIC COMMUNITY SERVICES  
Refugee Resettlement Program  
810 18th Ave. # 108  
Seattle, WA 98105

Beth Dominick (office) 323 - 9450  
(home) 524 - 9924  
Individual: in the home  
Talk Time

FIRST COVENANT CHURCH  
1500 Bellevue Ave  
Seattle, WA 98122

Bea Hovig (church) 322 - 7411  
Individual

INTERNATIONAL RESCUE COMMITTEE  
909 4th Ave., Room 611  
Seattle, WA 98104

Molly Ryan 623 - 2105  
Group: evenings, vocational program,  
central location  
"Friends of the Family" program:  
tutor visits and 'adopts' family as  
well as teaching ESL.

### LAKE FOREST PARK VOLUNTEERS

Marion Black (home) 363 - 3996  
3705 NE 188th  
Seattle, WA 98155  
Individual: twice a week, central  
location, Talk Time

### LAKE WASHINGTON UNITED METHODIST CHURCH

Susan Reynolds (home) 827 - 8350  
7506 130th Ave. NE  
Kirkland, WA 98033  
Individual: in the home

LANGUAGE INSTITUTE FOR REFUGEES  
University Presbyterian Church  
4540 15th NE  
Seattle, WA 98105

Carol Littlejohn (church) 524 - 7300  
Groups: days and evenings, central location  
evenings, general classes  
mornings, groups (prevocational)

### Mt. BAKER ESL PROGRAM

Arlene Philips (home) 442 - 0600  
M/S 505  
2901 Third Ave.  
Seattle, WA 98121

Kim Tsujii (home) 442 - 2775  
M/S 212  
2901 Third Ave.  
Seattle, WA 98121  
Groups: at Mt. Baker apt. complex

### MT. VIRGIN PARISH

Sister Michelle MacMillan (office) 382-4579  
2555 29th Ave. S #35 (home) 322-7818  
Seattle, WA 98144  
Groups: evenings, central location

NEW AMERICANS LANGUAGE SCHOOL  
6512 12th NW  
Seattle, WA 98117

Millie, Bill Bohall (home) 789 - 0141  
910 NW 73rd  
Seattle, WA 98117  
Individual: evenings, central location



PROGRAMS ASSISTED BY VTP - 2

SEATTLE NORTH STAKE MORMON CHURCH

Elder Ermel Morton (home) 365-0623  
12315 28th NE #218  
Seattle, WA 98125  
Individual & small groups

RIVERTON PARK UNITED METHODIST CHURCH  
3118 S. 140th  
Seattle, WA 98168

Zella Mounts (church) 246 - 1436  
(home) 243 - 3150  
Individual: evenings and Saturday  
in the home/Talk Time

SOUTHEAST ASIA DESIGN

Ann Thomas (home) 322 - 8576  
951 Davis Place South  
Seattle, WA 98144  
Volunteers work in store

ST. PETER'S EPISCOPAL CHURCH

Helen Byer (home) 329 - 6442  
P.O. Box 18793  
Seattle, WA 98116  
Group: day and evenings, central  
location

UNIVERSITY CONGREGATIONAL CHURCH

Harriet Hunt (church) 524 - 2322  
(home) 524 - 4359  
4204 NE 72nd  
Seattle, WA 98115  
Individual and small group: mornings,  
central location

VOLAG ROUNDTABLE EMPLOYMENT PROJECT  
810 18th Ave., Room 206  
Seattle, WA 98122

Ann Tippet (office for WAC) 324 - 9675  
Groups: M-F, 4 hours daily, central  
location, pre-vocational

YWCA/SEATTLE

Eleanor Loetterle (home) 284 - 8971  
2534 Westmont Way W.  
Seattle, WA 98199  
Group: days, central location

Clark

SE ASIAN REFUGEE CENTER TUTOR PROGRAM  
ST. LUKE'S EPISCOPAL CHURCH  
426 E. 4th Plain  
Vancouver, WA 98663

Trish Jennings (office- refugee center)  
693 - 7687  
Groups and individual

Cowlitz

LONGVIEW COMMUNITY CHURCH  
2323 Washington Way  
Longview, WA 98632

Tom Adams (home) 423 - 6380  
Individuals: in central location

Grays Harbor

GRAYS HARBOR LITERACY COUNCIL  
Grays Harbor Community College  
College Heights  
Aberdeen, WA 98550

Beth Jordan 532 - 9020 ext. 285  
Individual

Kitsap

KITSAP LITERACY COUNCIL  
Olympic Center  
3423 6th St.  
Bremerton, WA 98312

Rollane Vineyard (office of Lit Council)  
478 - 4690

## Lewis

THE PHOENIX CENTER  
Centralia Community College  
Centralia, WA 98531

Francis Tanaka (home) 736 - 4404  
(office) 736 - 9391  
ext. 216

1111 N. Washington  
Centralia, WA 98531  
Individual: in the home, central loc.  
Groups: assist in ESL class

## Pierce

CATHOLIC COMMUNITY SERVICES  
5410 N. 44th  
Tacoma, WA 9847

Denny Hunthausen (work) 752 - 2455  
ext. 23  
Individual & small groups  
Talk Time

TACOMA COMMUNITY HOUSE  
1311 South M. St. Box 5107  
Tacoma, WA 98405

Anita Bell (work) 383 - 3951 ext. 24  
Individual & group: days, evenings  
Talk Time

## Snohomish

SOUTH SNOHOMISH COUNTY COUNCIL OF CHURCHES  
Sister Josephine Armstrong (home) 778-3198  
P.O. Box 206  
Edmonds, WA 98020  
Individual: in the home

## Spokane

DARTON SCHOOL  
S. 318 Cedar  
Spokane, WA 99024

Mildred Marmount (school) 534 - 4526  
(home) 747 - 1058  
Individual: days and evenings, central location

COUNTRY HOMES LANGUAGE SCHOOL  
N. 8415 Wall  
Spokane, WA 99218

Nancy Abbott (home) 328 - 3887  
Individual: days, central location

REFUGEE RESETTLEMENT - WASHINGTON  
ASSOCIATION OF CHURCHES  
S. 121 Arthur  
Spokane, WA 99207

Susan McIntyre (office) 536 - 1303  
"Women helping Women" program tutoring  
groups in home. Days and evenings, 4  
days a week

## Thurston

FAMILY LANGUAGE PROGRAM FOR SE  
ASIAN REFUGEES

Trisha Riedy (home) 352 - 2589  
237 N. Sherman  
Olympia, WA 98502  
Individual, small groups: days & evenings  
in the home

THURSTON COUNTY LEARNING CENTER  
3201 26th NE  
Olympia, WA 98506

Ramona Hinkle (home) 491 - 5483  
Groups: evenings, central location

PROGRAMS ASSISTED BY VTP - 4

THURSTON COUNTY LITERACY COUNCIL

Rena Miles (home) 943 - 3052  
2024 Earge Ave.  
Olympia, WA 98506

Tri-Cities

MID COLUMBIA LITERACY COUNCIL

Dorothy Charnock (home) 946 - 6780  
1827 Mahan  
Richland, WA 99352  
Individuals & groups

Whatcom

WHATCOM COUNTY LITERACY COUNCIL  
Whatcom Community College PO Box 1292  
Bellingham, WA 98224

Marilyn Manildi 676 - 2104  
Individual: in the home  
Groups: in state funded classes  
Talk Time

## STATE-FUNDED REFUGEE ESL CLASSES

1983

BELLINGHAM VOC-TECH  
3028 Lindberg Ave.  
Bellingham, WA 98225

Mr. Gary Glaze  
Phone: 676-6490

CLARK COLLEGE  
1800 E. McLoughlin Blvd.  
Vancouver, WA 98663

Mr. Randall Dick  
Phone: 699-0251

CLOVER PARK VOC-TECH  
4500 Steilacoom Blvd. S.W.  
Tacoma, WA 98499

Dr. Gordon Quick  
Phone: 584-7611

COLUMBIA BASIN COLLEGE  
2600 North 20th Ave.  
Pasco, WA 99301

Dr. J. Dale Gier  
Phone: (509) 547-0511

CENTRAL WASHINGTON UNIVERSITY  
Ellensburg, WA 98926

Dr. Dale Otto  
Phone: (509) 963-1834

FT. STEILACOOM COMMUNITY COLLEGE  
9404 E. 112th St.  
Puyallup, WA 98371

Mr. Dale Green  
Phone: 848-9331

GRAYS HARBOR COLLEGE  
College Heights  
Aberdeen, WA 98520

Mr. William Sperling  
Phone: 532-9020

GRIFFIN BUSINESS COLLEGE  
2005 Fifth Avenue  
Seattle, WA 98121

Mr. Donn Callaway  
Phone: 624-7154

HIGHLINE COMMUNITY COLLEGE  
Midway, WA 98031

Mr. Glen Edmisson  
Phone: 878-3710

INSTITUTE FOR INTERCULTURAL LEARNING (I.I.L.)  
144 N.E. 54th  
Seattle, WA 98105

Ms. Lynne Stamoulis  
Phone: 527-2171

LAKE WASHINGTON VOC-TECH  
P.O. Box A  
Kirkland, WA 98033

Mr. Wayne Flamme  
Phone: 828-3311

LOWER COLUMBIA COLLEGE  
1600 Maple  
Longview, WA 98632

Ms. Rita Fontaine  
Phone: 577-2269

OLYMPIA TECHNICAL COMMUNITY COLLEGE  
2011 Mottman Rd. S.W. FY-10  
Olympia, WA 98502

Ms. Julie Cushman  
Phone: 753-3015

OLYMPIC COLLEGE  
16th & Chester  
Bremerton, WA

Dr. William Simpson  
Phone: 478-4839

PENINSULA COLLEGE  
Port Angeles, WA 98362

Mr. Al Carr  
Phone: 425-9277

SEATTLE CENTRAL COMMUNITY COLLEGE  
1701 Broadway  
Seattle, WA 98122

Ms. Duong Dunning  
Phone: 587-4180

SKAGIT VALLEY COLLEGE  
2405 College Way  
Mount Vernon, WA 98272

Mr. Bert Williamson  
Phone: 428-1243

SOUTH SEATTLE COMMUNITY COLLEGE  
6000 16th Ave. S.W.  
Seattle, WA 98106

Dr. H. Carlton Smith  
Phone: 764-5363

SPOKANE COMMUNITY COLLEGE  
DIST. #17  
Dist. #17 Adult Center  
W. 1025 Spotford Ave.  
Spokane, WA 99205

Ms. Judy Pilder  
Phone: (509) 456-5019

TACOMA COMMUNITY COLLEGE  
5900 So. 12th Street  
Tacoma, WA 98465

Candy Carbone  
Phone: 383-3951

WENATCHEE VALLEY COLLEGE  
1300 Fifth Street  
Wenatchee, WA 98801

Mr. Dick Peterson  
Phone: (509) 662-2640

A SELECT BIBLIOGRAPHY FOR VOLUNTEER ESL TUTORS

Developed by the Volunteer Training Project  
of Tacoma Community House, 1982

SECTIONS

1. ESL Texts
2. Materials to Supplement Texts
3. Vocational ESL Texts and Materials
4. Background Information
5. Indochinese Refugee Education Guides

## 1. ESL TEXTS

A New Start: Functional Course in Basic Spoken English and Survival Literacy. 1982. Heinemann Educational Books.

Teacher's Book	\$10.00
Student's Book	\$ 6.50
Literacy Workbook 1 & 2	\$ 3.50

Survival curriculum for beginning adult learners who are either literate or pre-literate; emphasizes oral skills but also introduces survival literacy skills such as reading signs. Excellent range of activities.

Homebound English for Refugee Women (HER). 1981. Tacoma Community House.

Teacher's Manual/Curriculum	\$9.50
Student's Book of Illustrations	\$3.50

Twenty-three lessons on survival skills. Includes complete instructions for each lesson and accompanying illustrations. Designed for beginning illiterate refugees.

Conversation Book: English in Everyday Life. 1977. Prentice-Hall, Inc.

Book 1 and 2	\$8.95 each
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Many drawings provide topics for conversations and illustrating everyday situations. Dialogues, questions, and open-ended activities plus 5 kinds of writing exercises. Recommended for low intermediate students.

Side By Side: English Grammar Through Guided Conversations. 1980. Prentice-Hall, Inc.

Book 1 and 2	\$6.95 each
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Each lesson covers one or more grammatical structures, a model conversation, and exercises to use new content in the conversational framework. Designed for high beginning students and above.

## 2. MATERIALS TO SUPPLEMENT TEXTS

Before Book One: Listening Activities for Pre-Beginning Students of English by John and Mary Boyd. Regents Publishing Company, Inc.

Book	\$3.25
Teacher's Manual	\$1.75

Activities center on listening and non-verbal responding based on communicative situations such as writing a telephone number given orally. Designed for students who have no prior study of English.

Communication Starters and Other Activities for the ESL Classroom. Alemany Press.

Book	\$6.95
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Includes activities with games adapted for ESL and extensive bibliography. Appropriate for adults.

English for a Changing World, Cue Books I and II. 1976. Scott Foresman.

\$5.27 for package of 10 per level

Useful for beginning pre-literate students. Color pictures of survival activities and vocabulary with no writing. A teacher's and student's book is also available.

English Pronunciation Exercises for Japanese Students. 1974. Regents Publishing Company.

Book	\$6.95
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Probably the best overall text for improving pronunciation of most ESL students - regardless of origin. Includes exhaustive English sound checklist, hundreds of minimal pair and alliterative contrast drills, several basic intonation pattern drills, and easy to follow explanations of sound production.

English Sentence Structure. 1971. University of Michigan Press.

Book	\$5.95
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Comprehensive reference for grammar. Includes drills.

Impact! Adult Literacy and Language Skills. 1982. Addison-Wesley.

Book 1, 2 and 3	\$	each
Teachers Guide for each above	\$	each

Each lesson includes a detailed illustration, exercises to check comprehension. Designed for students with some literacy skills.

Milk and Honey: An ESL Series for Adults. 1981. Harcourt Brace Jovanovich, Inc.

Book 1 and 2	\$4.25 each
Workbook 1 and 2	\$2.60 each

Develops all skill areas in lessons with model dialogues and exercises ranging from drills to open-ended conversations. Designed for high beginning students who are literate.

Oxford Picture Dictionary of American English. 1978. Oxford University Press.

Book	\$3.
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Useful but limited dictionary with numbered pictures of familiar objects. Large charts of select pictures also available and useful in group teaching. The pictures are colorful and clear and are an excellent aid for the survival teacher or tutor.

Passage to ESL Literacy. 1981. Delta Systems, Inc.

Student Workbook  
Instructor's Guide

Workbook developing skills in visual discrimination, sound-symbol association, sign word recognition, reading and writing.

Picture It! Sequences for Conversation. Regents

Book	\$4.95
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Students describe sequences of pictures of essential daily situations such as making a phone call. Contains 480 illustrations. Intended for high beginning to intermediate students.

Pronunciation Contrasts in English. Regents Publishing Co.

Book	\$4.25
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A condensed text with plenty of word and sentence material for constructing drills. No exercises for stress or intonation practice.



See It -- Say It. 1977. Addison-Wesley.

Blue Bag (Regular Verbs)	\$53.13
Red Bag (Irregular Verbs)	\$53.13

Fifty large photo cards of actions with drawings for personal pronouns and objects. Students express sentences like, "He throws \_\_\_\_\_ the ball." Excellent for groups. Appropriate for beginning students and higher levels.

The New Arrival: ESL Stories for ESL Students. 1982. Alemany Press.

Book 1 and 2	\$5.95 each
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Stories about a refugee's life in his homeland, refugee camp and a new country. Provides reading, conversation and writing practice for intermediate students.

What Do You Think? Pictures for Free Oral Expression. 1974. Longman.

Student's Book 1 and 2	\$3.50 each
Teacher's Book 1 and 2	\$3.25 each

Photographs and drawings intended for interpretation and discussion. Teacher's Books include notes on useful language, and guided oral exercises. Designed for high beginning and intermediate students.

### 3. VOCATIONAL ESL TEXTS AND MATERIALS

Adult Vocational ESL. 1980. Center for Applied Linguistics

Book \$5.95

Excellent overview of types of VFSL programs and considerations in curriculum design.

English for Work. Publication Services, B.C., Canada

Curriculum Guide \$20.00 + 10% handling

Lessons for three proficiency levels for 15 modules on seeking a job and functioning on the job. Deals with situations generic to the world of work rather than particular jobs. Effective for low intermediate students and above with literacy skills.

English for Your First Job. 1980. Refugee Materials Center.

Book one copy free

Ten chapters emphasizing language in preparation for entry-level employment. Designed for beginning students who have some pre-reading skills.

English That Works. 1982. Scott, Foresman and Co.

Student Book 1 and 2 \$3.85 each  
Instructor Edition, Book 1 and 2 \$6.35 each  
Cultural Notes in Spanish, Chinese  
or Vietnamese \$1.35 each

Uses actual job-related situations; units in Book 1 include personal data, skills, money, and asking questions in the interview. Designed for low intermediate students who have literacy in their native language.

It's Up To You: Language Skills and Strategies for Getting A Job. 1980. Longman.

Book \$4.95

Exercises for high, intermediate and above students on personal evaluation, examining job needs, using want ads, calling about jobs, and interviews.

Janus Job Interview Kit. 1977. Janus Book Publishers.

Kit \$39.95

Thirty large photographs of entry-level jobs such as electronics assembly. Guide focuses on preparing for interviews and describes job duties, etc.

Prevocational English. Institute of Modern Languages.

Text 1 and 2	\$6.95 each
Workbook 1 and 2	\$5.95 each
Teacher's Guide (both levels)	\$4.95

Presents basic technical information on a variety of jobs. Includes illustrated readings and comprehension questions and job interview information. Effective for intermediate students with good literacy skills.

4. BACKGROUND INFORMATION

English as a Second Language: From Theory to Practice. 1974. Regents Publishing Company, Inc.

Book	\$5.25
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Practical guide to curriculum and lesson planning and adaptation of materials. Discusses specific techniques for teaching pronunciation, grammar, reading and writing. Appendix contains useful definitions and extensive bibliography.

Face to Face: Learning English. 1981. Lutheran Immigration and Refugee Service.

Single copies	free
Multiple copy orders	\$1 each

Manual on setting up a volunteer program and brief information for volunteers.

I Speak English. 1976. Literacy Volunteers of America.

Book	\$6.50
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Handbook on teaching ESL. Highly recommended for beginning teachers.

## 5. INDOCHINESE REFUGEE EDUCATION GUIDES

The following materials were compiled by the National Indochinese Clearinghouse Technical Assistance Center of the Center of Applied Linguistics. They are currently available from Lutheran Immigration and Refugee Service. A donation of \$1.00 per manual to cover expenses is requested.

### GENERAL INFORMATION SERIES

- No 1—Hints for Tutors (7 pages)
- No 3—Education in Vietnamese Fundamentals: Principles and Curricula (19 pages)
- No 4—Teaching English Pronunciation to Vietnamese (19 pages)
- No 6—A Brief Look at the Vietnamese Language: Sounds and Spellings (15 pages)
- No 7—Testing the Reading Ability of Cambodians (7 pages)
- No 8—Academic Resources for Language and Culture (31 pages)
- No 9—A Selected Bibliography of Dictionaries (12 pages)
- No 10—Teaching English Pronunciation to Speakers of Black Tai (Tai Dam) (16 pages)
- No 11—Teaching English Structures to the Vietnamese (23 pages)
- No 13—Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese (24 pages)
- No 14—The Hmong Language: Sounds and Alphabets (38 pages)
- No 15—The Hmong Language: Sentences and Phrases (46 pages)
- No 16—Glimpses of Hmong Culture and Recent History in Laos (44 pages)
- No 17—An Annotated Bibliography of Materials on the Hmongs (30 pages)
- No 18—Teaching English to Cambodian Students (39 pages)
- No 19—Teaching English to Speakers of Lao (56 pages)
- No 20—English Language Testing (34 pages)
- No 21—English Pronunciation Lessons for Hmong (45 pages)

### ADULT EDUCATION SERIES

- No 1—Teaching English to Adult Refugees (11 pages)
- No 2—A Selected Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (1979 revision) (68 pages)
- No 3—Toward Methods of Learning English (in Vietnamese, Cambodian, Laotian and English) (14 pages)
- No 4—ESL Reading Materials for Adults (20 pages)
- No 5—Recreational Reading for Vietnamese (a list) (1 page)
- No 6—English Lessons for Refugee Adults—A Guide for Volunteers, Tutors, and Teachers (47 pages)
- No 7—English Pronunciation Lessons for Speakers of Vietnamese (51 pages)
- No 8—A Guide to Manpower Vocational ESL (56 pages)
- No 9—Teaching ESL to Illiterate Adults (forthcoming)

## ADDRESSES OF PUBLISHERS

Addison-Wesley Publishing Co.  
2725 Sand Hill Road  
Menlo Park, California 94025

Alemany Press  
P.O. Box 5265  
San Francisco, California 94101

Center for Applied Linguistics  
3520 Prospect Street N.W.  
Washington, D.C. 30007

Delta Systems, Inc.  
215 N. Arlington Heights Rd.  
Arlington Heights, Illinois 60004  
800/323-8270

English Language Services  
14350 N.W. Science Park Dr.  
Portland, Oregon 97229  
800/547-1515

Harcourt, Brace Jovanovich, Inc.  
757 Third Ave.  
New York, New York 10017  
800/847-4221

Heinemann Educational Books, Inc.  
4 Front St.  
Exeter, New Hampshire 03833

Institute of Modern Languages, Inc.  
P.O. Box 1087  
Silver Springs, Maryland 20910

Janus Book Publishers  
2501 Industrial Parkway W.  
Hayward, California 94545  
800/227-2375

Literacy Volunteers of America  
6th Floor, Midtown Plaza  
700 E. Water Street  
Syracuse, New York 13210

Longman, Inc.  
19 West 44th St.  
New York, New York 10109

Lutheran Immigration and Refugee  
Service  
360 Park Avenue S.  
New York, New York 10010  
800/223-7656

Publication Services  
Ministry of Education  
878 Viewfield Rd.  
Victoria, B.C. V9A 4V1

Oxford University Press  
200 Madison Avenue  
New York, New York 10016

Prentice-Hall, Inc.  
Englewood Cliffs, New Jersey 07632

Refugee Materials Center  
324 E. 11th Street, 9th Floor  
11 Oak Building  
Kansas City, Missouri 64106

Regents Publishing Co. Inc.  
2 Park Avenue  
New York, New York 10016

Scott, Foresman & Co.  
1900 Eastlake Ave.  
Glenview, Illinois 60025  
800/323-5482

Tacoma Community House  
P.O. Box 5107  
Tacoma, WA 98405  
206/383-3951

University of Michigan Press  
Ann Arbor, Michigan 48109

BENCHMARKS USED IN ESL PROGRAMS

These objectives or "benchmarks" emphasize listening and speaking skills for the first three levels of the Washington Master Plan. The ESL programs teach adults and may use different materials to cover the benchmarks. The Master Plan also has benchmarks for literacy skills.

These benchmarks are from the levels of Preliterate 1, Preliterate 2, and Beginning 1 (P1, P2, B1). They are covered in HER or A NEW START.

The student is able to:

- respond to and make simple and direct requests for personal and family information
- recognize family name when spelled orally and spell name
- exchange simple and common expressions of greeting, leave-takings, thanks, and apologies
- recognize orally and state the cardinal numbers 0 - 1,000 and ordinal numbers 0 - 31
- respond to and ask questions about time, weather, and U.S. currency
- follow and give one-step directions and commands
- follow and give simple directions for location (prepositions, left-right, etc.)
- respond to and state expressions of praise and disapproval
- identify and name body parts and symptoms
- identify and name foods, colors, and clothing
- provide basic emergency information over the telephone or in person
- respond to and produce basic statements and questions using "be" and "do" and other common verbs in simple present and present continuous tenses (e.g., Are you a student? Yes, I am./ Are you learning English? Yes, I am./ Does \_\_\_\_\_ go to school? No, he doesn't.)
- respond to and ask simple wh- questions (who, what, when, where)

A student who can perform 75% of these benchmarks or objectives has satisfactorily completed the level.

To adequately cover these four benchmarks, a teacher will need to use material in addition to HER and A NEW START.

The student is able to:

- recognize and produce personal and possessive pronouns (such as "her" and "their")
- recognize and name basic shapes and sizes
- understand and converse about basic measures of weight, distance and volume
- recognize and name common occupations

LITERACY OBJECTIVES FROM STATE ESL MASTER PLAN

For Level Preliterate 1, the student is able to:

- read and write the cardinal numbers from 0 - 100
- read and write the letters of the alphabet
- associate the sound of single consonants and the long and short vowel with the letter
- read basic employment application sight words
- read basic traffic and emergency sign words
- write sight words presented orally
- write basic simple personal information

For Level Preliterate 2, the student is able to:

- read the cardinal numbers 1 - 1000 and ordinal numbers 1-31
- write the cardinal, ordinal numbers: 1 - 1000 and ordinal numbers 1-31
- read basic sight words
- extract basic information from simple maps, timetables, calendars
- write and recognize money amounts
- read and write digital time (e.g., 8:30 p.m.)
- read and write basic appointment information
- copy information correctly
- read and use the arithmetic symbols for addition and subtraction (+,-)
- read and answer yes/no questions
- read and answer simple wh- questions
- associate the sounds of diphthongs with letters
- associate the sounds of consonant diagraphs, blends with letters
- read words and abbreviations of U.S. currency and common measurements (e.g., lb., oz., ft.)



OBJECTIVES FROM STATE ESL MASTER PLAN, LEVEL BEGINNING 2

Listening and Speaking

The student is able to:

- recognize and state the names of common tools and common occupations
- recognize and state the common expressions associated with the Washington State Driver's Examination
- respond to and describe the steps in a simple process (3 - 5 steps)
- respond to and extend an invitation to an outing or visit
- recognize and state common measurement terms
- recognize and produce expressions related to receiving and giving gifts
- make an operator-assisted telephone call
- respond to and state common medical and safety instructions
- make an appointment over the telephone
- ask and respond to questions using "or" (e.g., Can you come at 5:30 or 6:30?)
- produce statements and questions using common action verbs and "be" and "do" in simple present, present continuous and past tenses  
Are you from Laos? No, I'm not.  
Are you learning English? Yes, I am.  
Were you in a camp?  
Do you have a car?  
Did you ride the bus?
- distinguish between and state common distinct minimal pairs (e.g., pen and pin)
- use modals (e.g., can, may, must and should)
- use to -word verbs (e.g., get up, sit down, turn on)
- recognize and state time sequence (e.g., after and before)
- recognize and use common words of comparison (e.g., faster, more/less expensive)
- recognize and use adverbs of frequency (e.g., always and sometimes)

A student who can perform 75% of these benchmarks or objectives has satisfactorily completed the level.

OBJECTIVES FROM STATE ESL MASTER PLAN, LEVEL BEGINNING 3

Listening and Speaking

The student is able to:

- ask for clarification of instructions (e.g., Do I \_\_\_\_\_?)
- converse informally in work and social environments
- ask and answer basic questions during a job interview
- ask and state employment information by phone or in person
- express congratulations and condolences (e.g., I'm sorry to hear about \_\_\_\_\_)
- respond to "why" questions
- use the future and present perfect in questions and statements (e.g., Will you come?/ Have you lived here long?)
- ask questions about transportation (including traffic safety)
- discuss financial agreements (e.g., loans, renting, bank business)

A student who can perform 75% of these benchmarks or objectives has satisfactorily completed the level.